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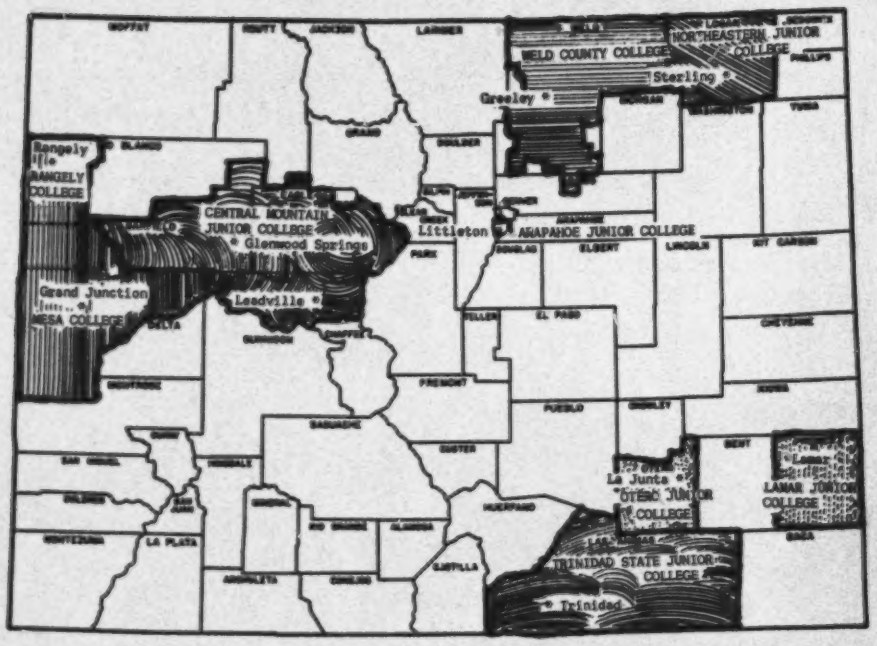
This paper, prepared by the Colorado Department of Education, describes the growth of the State's community college movement through 1966. Information is presented on enrollment, credit hours, funding, and salaries. Projections were not made because of the number of variables: (1) employment rate, (2) draft requirements, (3) cost of living, (4) the size of high school graduating classes, (5) the interest of the community on certain programs, (6) the number of applicants who do not complete registration, (7) the progress of the building programs, (8) the retention rate from quarter to quarter, and (9) the fluidity of course offerings and enrollment figures as they affect each other. At the time of writing, there were seven junior college districts, of which six were operating colleges. Two more campuses were expected to open in the fall. Several plans for a state system of community colleges population centers in Colorado have been something of a establishment of new districts until current issues could be resolved by the 1967 General Assembly. The vast distances between population centers in Colorado have been something of a disadvantage, but, in spite of this handicap, the people have recognized the opportunities offered by the colleges and have been enrolling in increasing numbers. (HH)



COMMUNITY

JUNIOR

COLLEGES

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COLORADO DEPARTMENT OF EDUCATION

Byron W. Hansford, Commissioner

Denver · 1967

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COMMUNITY JUNIOR COLLEGES

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February 1967

FOREWORD

COLORADO is proud of the contributions made by the graduates of its public community colleges. The growth of these unique institutions has been rapid. Though less than 2,000 students enrolled eight years ago, the fall 1966 enrollment totaled over 6,500 regular students and 1,900 people who enrolled part-time in evening and adult education classes.

THE NATIONAL growth of community colleges has been equally startling. Today 22% of all undergraduates in the United States are enrolled in community-junior colleges.

RECENTLY the Colorado Commission on Higher Education, recognizing the unique abilities and potentials of the comprehensive community college, stated: "...the two-year community and technical colleges must become the foundation for the post-secondary system of the State."

THE COLORADO State Board of Education stated it this way: "Providing community college opportunities should be one of the highest educational priorities in the State of Colorado."

IN THE LIGHT of these statements and because of the accelerating educational needs of our citizens, it is to be expected that the community colleges will grow in numbers as well as in size in the immediate future.

THIS REPORT attempts to show statistically what the community colleges of Colorado are doing now. Data for previous years have been included so that recent progress may be determined.

Byron W. Hansford
Commissioner of Education

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INTRODUCTION

THIS PUBLICATION was prepared by the Colorado Department of Education to provide pertinent data to those agencies and individuals having an interest in the promotion and growth of the community college movement in the State.

THERE ARE PRESENTLY seven junior college districts in Colorado. Six of these districts were operating community colleges this year. One, Mesa Junior College District, was operating two colleges, Mesa College in Grand Junction and Rangely College in Rangely. The other five (Arapahoe, Lamar, Northeastern, Otero, and Trinidad) junior college districts each operated a single college within their districts (at Littleton, Lamar, Sterling, La Junta, and Trinidad respectively).

THE COLORADO Mountain Junior College District is planning to open two campuses, one near Glenwood Springs and one near Leadville, in the fall of 1967.

THE STATE Board of Education approved the attempt to form one new district in the Greeley area. The proposal was approved by the voters.

SEVERAL other areas were most interested in the formation of junior college districts. A proposal was defeated by the voters of the Boulder area.

SEVERAL plans for a state system of community colleges have been proposed. As a result of the presentation of these plans, the State Board of Education declared a moratorium on new proposals for formation of junior college districts until the issues have been resolved by the 1967 General Assembly.

THE REPORT this year features more narrative and fewer tables in the hope that the report will be used by more people. No attempt has been made to

include projected data for future years. Among the variables that must be dealt with in such projections is employment rate, the draft, cost of living index, the size of high school graduating classes, the interest of the community in selected programs, the percentage of applicants who do not complete registration, the progress of the building programs, and the retention rate from quarter to quarter. The purposes of the community college also militate against reasonable projections. Attempting to provide valuable educational experiences to all citizens of post-high school age has created a more fluid and hence more unpredictable enrollment than exists at the more single-purpose institutions. Also, because the college programs are generally two years in length, there is less opportunity to balance out a smaller than anticipated freshman class with larger enrollments in the upper classes. Certainly some projections must be made, but the best are made for the shortest period of time possible and made by the individuals closest to each institution.

THE INFORMATION on enrollments, credit hours, and staff personnel was obtained from the Fall Report from Community Junior Colleges, FS-138, and the Annual Report of Student Enrollment and Staff Personnel to the County Superintendent of Schools, FS-139. The fiscal data were submitted on Form FS-150, Junior College Budget and Fiscal Report. The salary information was gathered by a special form sent to each community college by the Division of Education Beyond High School.

THIS PUBLICATION would not have been possible without the fullest cooperation from the staffs of the public community junior colleges in the State of Colorado. We hereby acknowledge this and thank them for their support.

DEFINITIONS

The following definitions have been used throughout the report. The reader will also find some definitions repeated in footnotes:

Every course offered by a college is assigned a CREDIT rating. Generally, one QUARTER CREDIT is allowed for each 10 clock hours of instruction and one SEMESTER CREDIT is allowed for each 15 clock hours of instruction. Since, at the present time all Colorado junior colleges are on a quarter basis, the term CREDIT HOUR will refer to quarter credit hour throughout the report.

STUDENT CREDIT HOURS are determined by multiplying the credit rating of a course by the number of students enrolled in the course.

INSTRUCTOR CREDIT HOURS are determined by multiplying the credit rating of a course by the number of instructors teaching the course on a full-time basis.

The number of FULL-TIME-EQUIVALENT STUDENTS (F.T.E.S.) is determined by dividing the total number of student credit hours by 45. (It is assumed that the "average" full-time student will take 15 credits of work each of the three quarters for a total of 45 credits per year.)

The number of FULL-TIME-EQUIVALENT STAFF MEMBERS is determined by totaling the number of full-time and the fractions of part-time staff members.

HEAD COUNT (H.C.) is the number of different people in a given category.

THE PEOPLE SERVED

The comprehensive community college originated in the United States as a result of the demands for an educational institution more responsive to the needs and desires of the citizens. Now that the community colleges have proven that they can do the job, a new view of education is emerging. The goals are being more clearly defined for each age group range as results of research in human learning processes are becoming more widely dispersed.

The suggestion that free public education be provided from age three to age twenty-one is seriously discussed. Starting at age three, a student would have three years of generalized life experiences, six years devoted to achieving mastery of learning skills, three years devoted to acquiring the social skills of the good citizen, and three years devoted to a broad sampling of the major areas of human thought so that he will be able to choose a vocation wisely. The student is then ready to go on to whatever additional specialized occupational training he needs.

This additional training may be a two-week period at the factory or the seven-year period at a university. The community college is providing, within one institution, the diversity of programs that allows everyone to begin or complete preparation for his chosen vocation. It is this accomplishment that makes the comprehensive community college "unique."

In Colorado, the location of the community colleges has worked to the disadvantage of the citizenry. There is too much distance between the population and the campus. There is too great a distance between the available jobs and the available training facilities. Even with these handicaps the people have recognized the opportunities offered by the community colleges and are enrolling in increasing numbers.

The fall quarter head count enrollment figures for the past three years are reported in Table 1. The increases have been steady over this period. Several adult education classes at Lamar and Trinidad began after the reporting date deadline this fall. Therefore, the totals for these two schools, and for all colleges, are somewhat lower than expected and do not indicate the situation as truly as do the totals for the previous years.

Head count does not tell the whole story, however. The number of credit hours taken at an institution adds to the picture of enrollment. For some purposes credit hours are a better measure of a college's effectiveness. Because these numbers get quite large and because it is assumed that a "normal" load for a student is 45 credits per year, the term

Table 1: FALL QUARTER ENROLLMENTS (HEAD COUNT)

College and Year	DAY PROGRAM						Total Number Taking Classes	Percent Increase
	Out-of State Students	Number Colorado Residents	Percent Increase	Total Number	Percent Increase	Adult Education		
ARAPAHOE								
1966-1967	---	547	---	547	---	---	547	---
LAMAR								
1964-1965	70	387	53.2	457	51.3	7	464	37.3
1965-1966	128	449	18.6	577	26.3	100	677	45.9
1966-1967	85	389	-15.6	474	-17.9	63	537	-20.7
MESA								
1964-1965	70	1,398	10.3	1,468	10.2	687	2,155	16.4
1965-1966	117	1,698	21.5	1,815	23.6	752	2,567	19.1
1966-1967	122	1,829	7.7	1,951	7.5	976	2,927	14.0
NORTHEASTERN								
1964-1965	75	1,076	47.6	1,151	43.0	327	1,478	13.9
1965-1966	93	1,448	34.6	1,541	33.9	243	1,784	20.7
1966-1967	96	1,473	1.7	1,569	1.8	267	1,836	2.9
OTERO								
1964-1965	52	368	28.2	420	28.8	294	714	17.6
1965-1966	63	485	31.8	548	30.5	243	791	10.8
1966-1967	56	524	8.0	580	5.8	271	851	7.6
RANGELY								
1964-1965	16	122	36.3	138	22.1	58	196	47.4
1965-1966	34	205	68.0	239	73.2	---	239	21.9
1966-1967	46	187	-8.8	233	-2.5	47	280	17.2
TRINIDAD								
1964-1965	221	514	20.7	735	21.1	442	1,177	29.9
1965-1966	351	847	64.8	1,198	63.0	527	1,725	46.6
1966-1967	297	975	15.1	1,272	6.1	266	1,538	-10.8
ALL COLLEGES								
1964-1965	504	3,865	26.6	4,369	25.4	1,815	6,184	20.5
1965-1966	786	5,132	32.8	5,918	35.5	1,865	7,783	25.9
1966-1967	702	5,924	15.4	6,626	12.0	1,890[1]	8,516	9.4

1. Only one out-of-state and 15 out-of-district students were enrolled in Adult Education courses.

Table 2: TOTAL CREDIT HOURS AND FULL-TIME-EQUIVALENT STUDENTS (F.T.E.S.)

College and Year	NUMBER OF CREDIT HOURS: Colorado Residents in J.C. District	Out-of-District	Out-of-State	Total	F.T.E.S.: Total	Colorado Residents	Number of F.T.E.S. Reimbursed @ $500 per Colo. Res. F.T.E.S.	Actual Rate of Reimbursement per Colorado Res. F.T.E.S.
ARAPAHOE								
Fall 1966-1967	3,819.0	2,183.0	---	6,002.0	400.1	400.1	133.0	$ 500.00
LAMAR								
1964-1965	7,120.0	7,817.0	3,253.0	18,190.0	404.2	331.9	259.32	390.66
1965-1966	8,139.0	12,622.0	5,650.0	26,410.0	586.8	461.4	419.79	454.91
Fall 1966-1967	3,114.0	3,699.0	1,460.0	8,273.0	551.5	454.2	151.0	500.00
MESA								
1964-1965	36,400.5	27,898.0	3,163.0	67,461.5	1,499.2	1,428.9	1,198.86	419.51
1965-1966	42,077.4	34,857.1	4,259.0	81,193.5	1,804.3	1,709.7	1,535.65	449.10
Fall 1966-1967	15,332.5	14,601.5	1,771.0	31,705.0	2,113.6	1,995.6	665.0	500.00
NORTHEASTERN								
1964-1965	14,443.0	35,249.0	3,099.0	52,791.0	1,173.1	1,104.3	744.05	336.89
1965-1966	19,053.0	45,127.0	3,849.0	67,929.0	1,509.5	1,426.2	1,309.08	458.94
Fall 1966-1967	6,535.0	16,642.0	1,467.0	24,644.0	1,642.9	1,545.1	515.0	500.00
OTERO								
1964-1965	11,259.0	7,316.0	2,227.0	20,802.0	462.3	412.8	322.16	390.21
1965-1966	13,001.0	9,819.0	2,692.0	25,512.0	566.9	507.1	469.50	462.93
Fall 1966-1967	4,832.0	4,269.0	839.0	9,940.0	662.7	606.7	202.0	500.00
RANGELY								
1964-1965	1,519.0	3,537.0	552.0	5,608.0	124.6	112.4	79.79	354.94
1965-1966	1,901.0	6,517.0	1,330.5	9,748.5	216.6	187.1	178.49	476.98
Fall 1966-1967	669.0	2,385.0	717.0	3,771.0	251.4	203.6	68.0	500.00
TRINIDAD								
1964-1965	18,898.0	10,164.0	10,415.0	39,477.0	877.3	645.8	454.81	352.13
1965-1966	23,812.0	20,097.0	16,044.0	59,953.0	1,332.3	975.8	898.50	460.39
Fall 1966-1967	8,830.0	7,128.0	5,212.0	21,170.0	1,411.3	1,063.9	355.0	500.00
ALL COLLEGES								
1964-1965	89,639.5	91,981.0	22,709.0	204,329.5	4,540.7	4,036.0	3,059.0	378.96
1965-1966	107,983.4	129,029.1	33,824.5	270,837.0	6,018.6	5,266.9	4,811.0	456.72
Fall 1966-1967	43,131.5	50,907.5	11,466.0	105,505.0	7,033.7	6,269.3	1,956.0	500.00

"full-time-equivalent student" was developed to refer to the number of credit hours divided by 45.

Credit hours and full-time-equivalent students are reported in Table 2. Since only fall quarter credits were available for 1966, the number of credits was divided by 15 to provide an approximation to the year's total so that comparisons could be more readily made with previous years' totals.

The problem of projecting enrollment figures for the community colleges is graphically illustrated in the two columns of figures on the state reimbursement. Prior to 1964-1965 school year, state reimbursements were made on the basis of classroom units of the PRECEDING year. In 1964, the method of payment was changed. It was, and is, based on full-time-equivalent students of the CURRENT year. This meant that an estimate had to be made at least nine months before the start of the school year as to how many students would be in the colleges that year. This estimate needs to be made so that the Legislature will appropriate enough money. The estimates improve over the years because more information becomes available on which to base the new estimates.

Differences in the rate of reimbursement to the different individual colleges result from the method used in disbursement of funds. The funds are disbursed quarterly. This meant that it was not until Spring quarter that actual enrollments exceeded the best estimate. A proration was made of the remaining funds. Though the Spring quarter payments were the same per unit for each college the preceding payments

had all been at the rate of $500.00 per Colorado F.T.E.S. The varying enrollments of the colleges then caused the yearly rate differences.

The majority of students enrolling in college have aspirations of completing the work for a Baccalaureate Degree. In many cases this aspiration is unrealistic. The community college provides counseling services and, more importantly, provides alternative programs for the student so that he may achieve a more realistic self-image and then do something about getting to his new objective at the same institution.

Table 3 contains figures on the enrollments in academic and in occupational programs Fall quarter. The head count enrollments in certain occupational courses show that secretarial science, data processing and computer technology, and auto-body and mechanics programs enroll the most students. The list of occupational programs is not an exhaustive one but rather a representative one. Programs are also offered to prepare airline hostesses, court reporters, appliance repairmen, local government finance officers, educational media technicians, and travel and recreation service workers. Each year proposals are presented to the Commission on Higher Education for the establishment of new occupational programs. Currently, programs are being developed in machine trades, aero-space technology, mental health aide work, fashion design, commercial art and photography, marketing, and landscape and nursery management.

One can also see from the table that Trinidad State Junior College operates the most comprehensive vocational program. However, even though

Table 3: HEAD COUNT, ACADEMIC, OCCUPATIONAL COURSES - FALL 1966

	ARAPAHOE	LAMAR	MESA	NORTH-EASTERN	OTERO	RANGELY	TRINIDAD	ALL COLLEGES
Academic Transfer:								
Day	439	380	1,718	1,285	531	150	734	5,237
Adult Education	---	42	402	124	99	12	41	720
Occupational:								
Day	108	91	233	274	49	83	538	1,376
Adult Education	---	63	574	143	172	35	225	1,212
Head Count in Certain Occupational Programs:								
AGRICULTURE				24				24
AGRI-BUSINESS				77				77
AUTO BODY & MECHANICS		51	20	22			64	157
BUILDING TRADES							43	43
CHEMICAL TECH.	5							5
CIVIL ENGINEERING TECH.				24	4		30	58
COSMETOLOGY		25					25	50
DATA PROCESSING & COMPUTER TECHNOLOGY		26	60		31		67	184
DENTAL HYGIENE						52		52
DRAFTING & DESIGN TECH.		2			5		39	46
ELECTRONICS TECH.		7		29		14	50	100
GENERAL BUSINESS	22			22	22	7	48	121
GUNSMITHING							88	88
HOMEMAKING						6	74	80
LAW ENFORCEMENT	50						72	122
MEDICAL OFFICE			21					21
PRACTICAL NURSING			11	18			16	45
REGISTERED NURSING			52					52
SECRETARIAL SCIENCE	31		55	68	45	19	35	253
WELDING							31	31

the other colleges do not offer as complete a set of programs it is not to be inferred that they do not serve the citizens of the State of Colorado. As one example, the dental hygiene program at Rangely College is the only such program in the entire state.

One other point of interest is that while about one-fifth of the day students are enrolled in vocational programs, over three-fifths of the adult education students are enrolled in vocational programs. Mesa College has the largest adult education enrollment. This has resulted in a lower percentage enrolled in occupational programs because it has been observed that people who take adult education courses create a demand for more adult education courses. This demand lies in the general education and basic education areas which are classified as academic.

Where do the students come from? The overwhelming majority are Colorado citizens. In the Fall of 1966 only 10.6 percent of the day program students were from other states and countries. Only one student in the adult education classes was from out-of-state. Since many of the junior college districts waive tuition for the students from within the boundaries of the district, it is of interest to see what percentage of the enrollment comes from the district. This information is reported in Table 4. A recent study of Colorado high school graduates showed that in those counties having community colleges, 52.4 percent of the graduates went to college while only 36.1 percent of the graduates from counties without institutions of higher education went to college. The study also showed that of the freshmen attending college from the counties which compose junior college districts, 75.65 percent attended a junior college.

Table 4: PERCENTAGE COMPARISON OF ENROLLMENTS (HEAD COUNT) IN FALL QUARTER DAY PROGRAM BY RESIDENCY. 1964, 1965, 1966.

	COLLEGE TOTAL	COLORADO RESIDENTS						OUT-OF-STATE RESIDENTS	
		IN-DISTRICT		OUT-OF-DISTRICT		TOTAL			
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
ARAPAHOE									
1966	547	346	63.3	201	36.7	547	100.0	---	---
LAMAR									
1964	457	214	46.8	173	37.9	387	84.7	70	15.3
1965	577	187	32.4	262	45.4	449	77.8	128	22.2
1966	474	180	38.0	209	43.5	389	82.1	85	17.9
MESA									
1964	1,468	710	48.3	688	46.9	1,398	95.2	70	4.8
1965	1,815	848	46.7	850	46.8	1,698	93.5	117	6.5
1966	1,951	865	44.3	964	49.4	1,829	93.8	122	6.2
NORTHEASTERN									
1964	1,151	262	22.8	814	70.7	1,076	93.5	75	6.5
1965	1,541	380	24.7	1,068	69.3	1,448	94.0	93	6.0
1966	1,569	398	25.4	1,075	68.5	1,473	93.9	96	6.1
OTERO									
1964	420	192	45.7	176	41.9	368	87.6	52	12.4
1965	548	264	48.2	221	40.3	485	88.5	63	11.5
1966	580	239	41.2	285	49.1	524	90.3	56	9.7
RANGELY									
1964	138	38	27.5	84	60.9	122	88.4	16	11.6
1965	239	50	20.9	155	64.9	205	85.8	34	14.2
1966	239	50	20.9	143	59.8	193	80.7	46	19.3
TRINIDAD									
1964	735	316	43.0	198	26.9	514	69.9	221	30.1
1965	1,198	416	34.7	431	36.0	847	70.7	351	29.3
1966	1,272	565	44.4	410	32.2	975	76.6	297	23.4
ALL COLLEGES									
1964	4,369	1,732	39.7	2,133	48.8	3,865	88.5	504	11.5
1965	5,918	2,145	36.2	2,987	50.5	5,134	86.7	786	13.3
1966	6,626	2,637	39.8	3,287	49.6	5,924	89.4	702	10.6

A major reason for the growth of the community college movement is the availability of quality programs. That people appreciate this is reflected in the numbers of people that take college work on a part-time basis. These figures are reported in Table 5. Over one-fourth of all the students enrolled in Colorado's community colleges Fall 1966 signed up for less than twelve credit hours of work. This proportion would be greater if the late-starting adult education courses at Trinidad and Lamar were included.

A degree or diploma is evidence that a student has completed a prescribed program of courses and activities, and has maintained a required level of performance within these courses and activities. The Associate of Arts and the Associate of Science Degrees are awarded to those students who have completed a typical undergraduate two-year academic program and have maintained a C average. The students receiving these degrees normally finish their work at a four-year college or university. The Associate in Applied Science Degree is awarded to those students who have completed a technician-level program. The students usually go directly into a work situation, though it is not uncommon for some to continue their education at a university.

Certificates are awarded for completion of a variety of programs. These programs might be strictly occupational, such as welding, or they may be a program in general education. Table 6 contains figures of the numbers of degrees and diplomas awarded over the past three years. It should be noted that many people have achieved their educational goals without acquiring a diploma. But, since it is easy to count degrees

Table 5: HEAD COUNT - FALL QUARTER ENROLLMENT FULL-TIME, PART-TIME, AND BY SEX[1].

College and year	Part-time Students[2].			Full-time Students		
	M	F	T	M	F	T
ARAPAHOE						
1966	119	99	218	227	102	329
LAMAR						
1964	---	---	115	---	---	349
1965	---	---	122	---	---	555
1966	25	57	82	315	140	455
MESA						
1964	---	---	753	---	---	1,402
1965	---	---	938	---	---	1,729
1966	422	661	1,083	1,243	601	1,842
NORTHEASTERN						
1964	---	---	378	---	---	1,100
1965	---	---	304	---	---	1,480
1966	115	210	325	1,135	376	1,511
OTERO						
1964	---	---	324	---	---	390
1965	---	---	268	---	---	523
1966	89	215	304	361	186	547
RANGELY						
1964	---	---	65	---	---	131
1965	---	---	9	---	---	230
1966	9	43	52	128	100	228
TRINIDAD						
1964	---	---	449	---	---	728
1965	---	---	542	---	---	1,183
1966	148	148	296	938	304	1,242
ALL COLLEGES						
1964	---	---	2,084	---	---	4,100
1965	---	---	2,183	---	---	5,700
1966	927	1,433	2,360	4,347	1,809	6,156

1. This information available for first time in 1966.
2. A student is classified as part-time if he enrolls for less than 12 credit hours of work.

Table 6: DEGREES AND DIPLOMAS AWARDED
1964-1965-1966

College and year	Associate in Arts, Science	Associate in Applied Science	Certificates	Total
LAMAR				
1963-1964	18	11	46	75
1964-1965	23	---	65	88
1965-1966	26	10	30	66
MESA				
1963-1964	195	---	15	210
1964-1965	218	---	13	231
1965-1966	253	---	15	268
NORTHEASTERN				
1963-1964	123	18	14	155
1964-1965	175	19	31	225
1965-1966	274	10	30	314
OTERO				
1963-1964	47	6	5	58
1964-1965	38	11	5	54
1965-1966	42	10	4	56
RANGELY				
1963-1964	6	19	---	25
1964-1965	4	14	2	20
1965-1966	14	11	3	28
TRINIDAD				
1963-1964	61	46	50	157
1964-1965	72	80	44	196
1965-1966	92	70	109	271
ALL COLLEGES				
1963-1964	450	100	130	680
1964-1965	530	124	160	814
1965-1966	701	111	191	1,003

and difficult to determine if the goals have been achieved, there is a tendency to class all students who did not get a degree as "drop-outs." As more emphasis is placed on research in education, we are certain to find that these community college "drop-outs" have been well prepared to play their roles as effective citizens.

Table 7: Total staff employed by colleges 1964-1966

	1964-65		1965-66		1966-67	
	Head Count	F.T.E.	Head count	F.T.E.	Head Count	F.T.E.
Arapahoe	-	-	-	-	55	38.0
Colorado Mountain	-	-	-	-	6	6.0
Lamar	52	49.1	86	65.5	137	80.6
Mesa	197	149.0	160	152.7	178	172.5
Northeastern	114	88.0	121	116.5	129	121.0
Otero	85	72.2	84	79.0	72	71.7
Rangely	47	38.2	46	32.75	56	38.7
Trinidad	56	55.5	91	88.0	108	105.5
All Colleges:	551	442.0	587	533.95	741	637.2

The growth of the Colorado junior colleges can be seen in the increase of the full-time-equivalent staff. In 1964-1965, the staff totaled 442, while in 1966-1967, the total was 637.2. This represents a 44 percent increase in the number of staff members employed by the colleges.

Table 8 contains the numbers of professional staff. Table 9 contains the numbers of supporting services staff.

The increase in the professional staff, 39 percent, and the increase in the supporting services staff, 54 percent, over the two-year period

Table 8: PROFESSIONAL STAFF EMPLOYED BY COLLEGES BY FUNCTION
1964-1966

College and Year	PROFESSIONAL STAFF									
	Administration		Student Personnel		Instruction		Library		Total Professional	
	H.C.[1]	F.T.E.[2]	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.
ARAPAHOE										
1966-67	2	2.0	2	2.0	33	21.0	1	1.0	38	26.0
COLO. MOUNTAIN										
1966-67	3	3.0	---	---	1	1.0	---	---	4	4.0
LAMAR										
1964-65	3	3.0	3	3.0	28	25.1	3	3.0	37	34.1
1965-66	5	4.0	3	2.0	36	32.0	2	1.5	46	39.5
1966-67	5	3.4	7	2.8	48	34.2	2	1.0	62	39.2
MESA										
1964-65	6	6.0	6	5.0	114	76.0	4	4.0	130	91.0
1965-66	8	8.0	6	6.0	86	83.2	3	3.0	103	100.2
1966-67	11	11.0	6	6.0	89	89.0	4	4.0	110	110.0
NORTHEASTERN										
1964-65	5	4.0	4	3.1	75	52.9	1	1.0	85	61.0
1965-66	5	4.0	5	5.0	62	59.5	1	1.0	73	69.5
1966-67	6	5.0	6	5.75	77	72.25	1	1.0	90	83.0
OTERO										
1964-65	4	3.6	3	2.4	40	33.2	1	1.0	48	40.2
1965-66	4	3.6	3	2.8	40	36.1	5	4.5	52	47.0
1966-67	4	3.6	3	3.4	37	37.2	5	4.5	49	48.7
RANGELY										
1964-65	2	2.0	1	1.0	19	16.2	2	1.5	24	20.7
1965-66	2	2.0	1	1.0	24	16.0	3	2.0	30	21.0
1966-67	3	2.2	5	1.6	24	18.3	3	1.8	35	23.9
TRINIDAD										
1964-65	6	5.5	2	2.0	33	33.0	1	1.0	42	41.5
1965-66	5	4.5	3	3.0	48	45.5	1	1.0	57	54.0
1966-67	5	4.5	4	4.0	56	54.0	1	1.0	66	63.5
ALL COLLEGES										
1964-65	26	24.1	19	16.5	309	236.4	12	11.5	366	288.5
1965-66	29	26.1	21	19.8	296	272.3	15	13.0	361	331.2
1966-67	39	34.7	33	25.55	365	326.95	17	14.3	454	401.5

1. Head Count
2. Full-time-equivalent

Table 9: SUPPORTING SERVICES STAFF EMPLOYED BY COLLEGE BY FUNCTION
1964-1966

	SECRETARIAL AND CLERICAL BY FUNCTION													
	Administration		Student Personnel		Instruction		Library		Auxiliary Enterprises		Plant Operation and Maintenance		Total Supporting Services Staff	
	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.	H.C.	F.T.E.
ARAPAHOE														
1966-67	5	3.5	2	1.5	2	1.5	5	2.5	---	---	3	3.0	17	12.0
COLO. MOUNTAIN														
1966-67	2	2.0	---	---	---	---	---	---	---	---	---	---	2	2.0
LAMAR														
1964-65	2	2.0	3	3.0	---	---	---	---	6	6.0	4	4.0	15	15.0
1965-66	5	6.0	2	1.0	5	3.5	8	2.0	12	6.5	7	7.0	40	26.0
1966-67	12	7.0	4	4.0	22	4.4	2	1.0	24	14.0	11	11.0	75	41.4
MESA														
1964-65	16	16.0	5	4.5	6	5.5	14	7.0	11	10.5	15	14.5	77	58.0
1965-66	18	18.0	4	3.0	8	7.0	4	2.0	8	7.5	15	15.0	54	52.5
1966-67	17	17.0	6	5.0	11	9.0	5	2.5	7	7.0	22	22.0	78	62.5
NORTHEASTERN														
1964-65	3	3.0	2	2.0	2	2.0	8	6.0	2	2.0	12	12.0	29	27.0
1965-66	4	4.0	3	3.0	4	4.0	9	9.0	12	12.0	16	15.0	48	47.0
1966-67	4	4.0	4	4.0	7	7.0	8	8.0	2	2.0	14	13.0	39	38.0
OTERO														
1964-65	5	3.5	2	1.6	1	2.9	5	4.0	18	14.0	6	6.0	37	32.0
1965-66	5	5.0	2	2.0	3	3.0	---	---	15	15.0	7	7.0	32	32.0
1966-67	5	5.0	3	3.0	3	3.0	---	---	3	3.0	9	9.0	23	23.0
RANGELY														
1964-65	2	1.8	1	.2	---	---	---	---	9	7.0	11	8.5	23	17.5
1965-66	3	3.0	1	.25	1	.25	1	.25	3	1.5	7	6.5	16	11.75
1966-67	4	4.0	1	1.0	1	1.0	---	---	8	2.5	7	6.3	21	14.8
TRINIDAD														
1964-65	3	3.0	2	2.0	---	---	---	---	5	5.0	4	4.0	14	14.0
1965-66	3	3.0	2	2.0	---	---	---	---	23	23.0	6	6.0	34	34.0
1966-67	5	5.0	2	2.0	---	---	---	---	28	28.0	7	7.0	42	42.0
ALL COLLEGES														
1964-65	31	29.3	15	13.3	9	10.4	27	17.00	51	44.5	52	49.0	185	153.5
1965-66	39	39.0	14	11.25	21	17.25	22	13.25	65	65.5	58	56.5	226	202.75
1966-67	54	47.5	22	20.5	46	25.9	20	14.0	73	56.5	73	71.3	287	235.7

reflects the increased numbers of students, a 38 percent increase, and to some extent an increase in the curricular offerings of the colleges.

These are state averages. The variation among the schools is wide. Most of the colleges provide secretarial and clerical help to the instructional staff. Trinidad reports no such help; however, students are employed under the Economic Opportunity Act to provide such services at Trinidad.

One other fact reflected in Table 8 is the decrease in the number of part-time instructors. This is noted as the head count number more nearly approximates the full-time-equivalent number.

The two most frequent questions that prospective instructors ask are, "What is the size of the classes?" and "How much are teachers paid?" The answer to the first question is most frequently stated in terms of the student-staff ratio. This ratio is determined by dividing the number of students by the number of instructors, counsellors, librarians and administrators employed by the college. The ratio should approach 17-1 in a comprehensive community college. Another answer is based on the ratio of student credit hours to instructor credit hours. This ratio should approach 22-1 in a comprehensive community college. These ratios are presented in Table 10 for each individual campus for the last two years. The ratios are given for fall quarter only. Since there is traditionally a drop in numbers of students during the remaining two quarters, there is a corresponding decrease in the ratios as the year progresses.

The complete answer is that in certain disciplines the classes tend to be small and that in other academic areas the classes are large. Also,

Table 10: STUDENT CREDIT HOUR-INSTRUCTOR CREDIT HOUR RATIOS AND STUDENT-PROFESSIONAL STAFF RATIOS FOR DAY PROGRAM FALL QUARTER - 1965 and 1966

	Number of Student Credit Hours	Number of Instructor Credit Hours	Ratio[1.]	Number of Students	Number of Professional Staff	Ratio
ARAPAHOE						
1966	6,002.0	274.0	21.9	547	26	21.0
LAMAR						
1965	9,014.0	460.0	19.6	577	40	14.4
1966	8,067.0	466.0	17.3	474	43	11.0
MESA						
1965	29,921.0	990.0	27.2	1,815	100	18.2
1966	29,003.5	1,138.0	25.5	1,951	109	17.9
NORTHEASTERN						
1965	23,357.0	838.0	27.9	1,541	70	22.0
1966	24,051.0	942.0	25.5	1,569	78	20.1
OTERO						
1965	8,193.0	430.0	19.1	548	47	11.7
1966	8,638.0	439.0	19.7	580	50	11.2
RANGELY						
1965	3,646.0	227.0	16.1	239	21	11.4
1966	3,675.0	234.0	15.7	233	24	9.7
TRINIDAD						
1965	20,722.0	759.0	27.3	1,198	52	23.0
1966	20,479.0	788.0	26.0	1,272	62	20.5
ALL COLLEGES						
1965	91,853.0	3,704.0	24.8	5,918	330	17.9
1966	99,915.5	4,281.0	23.3	6,626	392	16.9

1. This ratio gives an approximation to the average size of each class.

a college with a small enrollment usually has smaller classes than a larger college. This occurs because there are certain courses and programs that must be offered even to small numbers of students. This tends to decrease class size.

The question about salaries can be answered by the figures in Table 11. For some comparison, a previous study reported that the "average academic year" salaries of full-time instructors was $6,994.00.

Table 11: CONTRACTED SALARIES OF PROFESSIONAL STAFF, 9 MONTHS BASIS 1966-1967

Salary Range	Arapahoe	Colorado Mountain	Lamar	Mesa	North-eastern	Otero	Rangely	Trinidad	All Colleges
Under $4,500				2					2
$4,500- $4,999					2				2
5,000- 5,499			3	1	2			2	8
5,500- 5,999			6		5			6	17
6,000- 6,499	2		8	8	15	3	2	11	49
6,500- 6,999	2		13	17	16	2	4	17	71
7,000- 7,499	6		2	14	16	5		4	47
7,500- 7,999	6			21	7	8	5	8	55
8,000- 8,499	2			6	6	5	2	6	27
8,500- 8,999	3			8	4	12	2	2	31
9,000- 9,499	1	3	1	14	2	4	4	3	32
9,500- 9,999				9	4	5	2	1	21
10,000- 10,499				4	2				6
10,500- 10,999		1					1		2
11,000- 11,499					1				1
11,500- 11,999									---
12,000- 12,499	1								1
12,500- 12,999									---
13,000- 13,499					1				1
13,500- 13,999		1				1			2
14,000- 14,499				1				1	2
Mean (Average)	$7,701.09	$10,200.00	$6,462.24	$7,948.48	$7,326.48	$8,352.52	$8,132.95	$7,322.67	$7,653.94
Median	$7,500.00	$ 9,000.00	$6,463.63	$7,650.00	$7,048.66	$8,433.00	$7,900.00	$6,904.32	$7,368.75

THE COSTS

Traditionally, the support for community colleges has come from the following three sources: State funds, local district funds and student fees and tuition. The proportion of these sources is modified by the educational philosophy prevailing in the State. Regardless of the proportion of their distribution, their total must still equal the costs of operating and building the individual colleges.

A quality program, a sound program educationally, cannot be built on promises that it will be inexpensive. The size of the institution, the national demand for instructors, the quality of the counselling program are some of the factors involved in costs. Institutions have indicated that costs of new occupational programs run up to twice the costs of new academic programs.

With costs increasing, with the increasing enrollments and more diversified programs, the colleges of Colorado have increased student

fees and increased requests for state funding. This has been necessary because the assessed valuation of the existing districts has not grown as rapidly as the costs. The local areas are no longer capable of retaining the percentage of support they have for years. Table 12 contains the figures for the past three years. In the case of Trinidad State Junior College, the district levies 7.99 mills. The valuation of the district has decreased in the three-year period while the enrollment showed a greater than 70% increase over the same period.

Table 13 is a statement of receipts, expenditures and balances of the General Fund for fiscal year 1965-1966. The other funds are involved with building construction, revenue bond redemption and capital reserve. The information in Table 13 was used in developing the information in Table 14.

Many factors influence the cost per full-time-equivalent student. The size of the institution is one such factor. A small school such as Rangely reports a much higher cost than a larger school such as Northeastern. A college with a large adult education program and an even balance between academic and vocational programs such as Trinidad reports lower costs than a more single-purpose college such as Otero. Schools in large population centers such as Mesa report lower costs than schools in more rural areas such as Lamar. As the colleges are moving toward comprehensiveness, and as they are increasing their services, it is expected that the cost per student will increase temporarily. The new programs that are being added have high initial expenses.

	Assessed Valuation	MILL LEVIES General	Capital Reserve	Bond & Interest	Total	REVENUE FROM REAL PROPERTY TAX General	Capital Reserve	Bond & Interest	Total
ARAPAHOE									
1965	$ 109,061,404	2.00	---	---	2.00	$ 215,820.00	---	---	$ 215,820.00
COLORADO MOUNTAIN									
1965	103,361,217	---	---	---	---	---	---	---	---
LAMAR									
1963	28,383,308	5.10	1.00	---	6.10	142,460.57	27,934.58	---	170,395.15
1964	29,124,411	5.90	1.00	---	6.90	163,166.53	28,895.67	---	192,062.20
1965	30,111,324	6.40	1.50	---	7.90	184,085.59	45,311.98	---	229,397.57
MESA									
1963	94,319,720	3.94	1.00	.10 on $91,913,740	4.94 to 5.04	372,557.78	95,372.42	$ 9,309.80	477,240.00
1964	95,333,540	4.13	---	(.10 on ($92,888,960	4.94 to 5.04	501,927.70*	---	110,317.68	612,245.38*
1965	97,905,850	3.17	1.00	(.81 on total (.10 on ($95,483,910 (.69 on total	4.86 to 4.96	312,418.81	97,770.79	78,468.31	488,657.91
NORTHEASTERN									
1963	61,386,570	6.21	1.00	---	7.21	301,633.53	60,326.73	---	361,960.26
1964	59,727,770	6.00	1.00	---	7.00	381,685.47	61,463.03	---	443,148.50
1965	58,909,314	6.00	1.00	---	7.00	346,616.75	57,769.45	---	404,386.20
OTERO									
1963	39,742,080	5.50	1.00	---	6.50	220,308.11	40,055.82	---	260,363.93
1964	40,778,620	6.35	1.00	---	7.35	245,270.40	41,589.45	---	286,859.85
1965	41,589,345	6.35	1.00	---	7.35	262,190.71	41,318.27	---	303,508.98
RANGELY									
1963	48,606,350	3.94	1.00	---	4.94	177,411.25*	62,444.63	---	239,855.88*
1964	47,769,645	4.13	---	.81	4.94	206,255.30*	---	40,291.52	246,546.82*
1965	46,284,582	3.17	1.00	.70	4.87	145,548.40	46,245.14	32,112.73	223,906.27
TRINIDAD									
1963	28,876,085	6.99	1.00	---	7.99	201,265.64	28,993.96	---	230,259.60
1964	28,355,010	6.99	1.00	---	7.99	196,347.89	28,003.96	---	224,351.85
1965	28,635,316	6.99	1.00	---	7.99	197,351.16	28,527.12	---	225,878.28
ALL COLLEGES									
1963	$ 301,314,113	---	---	---	---	$ 1,415,636.88	$ 315,128.14	$ 9,309.80	$ 1,740,074.82
1964	$ 301,088,996	---	---	---	---	$ 1,694,653.29	$ 159,952.11	$ 150,609.20	$ 2,005,214.60
1965	$ 515,858,352	---	---	---	---	$ 1,664,031.42	$ 316,942.75	$ 110,581.04	$ 2,091,555.21
MESA DISTRICT:									
1963 Garfield 49J	$ 2,405,980	3.94	1.00	---	4.94				
Mesa County	91,913,740	3.94	1.00	.10	5.04				
Rio Blanco Re4	48,606,350	3.94	1.00	---	4.94				
1964 Garfield 49J	2,444,580	4.13	---	.81	4.94				
Mesa County	92,888,960	4.13	---	.91	5.04				
Rio Blanco Re4	47,769,645	4.13	---	.81	4.94				
1965 Garfield 49J	2,421,940	3.17	1.00	.69	4.86				
Mesa County	95,483,910	3.17	1.00	.79	4.96				
Rio Blanco Re4	46,284,582	3.17	1.00	.70	4.87				

* Accrual due to change in fiscal year.

Table 13: STATEMENT OF RECEIPTS, EXPENDITURES AND BALANCES
1965-1966 GENERAL FUND

Item	Arapahoe[1]	Lamar	Mesa	Northeastern	Otero	Rangely	Trinidad	All Colleges
Revenue Receipts								
Student sources	---	$ 52,430.87	$ 374,348.08	$ 185,261.33	$ 99,598.45	$ 50,358.00	$ 202,620.31	$ 964,617.04
Local sources	---	198,073.18	331,886.29	358,192.59	271,470.86	146,739.55	203,569.98	1,509,932.45
State sources	---	220,492.92	805,490.58	661,392.33	289,765.31	94,393.73	588,125.07	2,659,659.94
Federal sources	---	---	5,147.00	110,963.43	10,361.00	8,705.00	176,954.06	312,130.49
Other sources	55.12	---	20,155.41	98,809.86	4,273.09	2,716.61	79,343.66	205,353.75
Total revenue receipts:	$ 55.12	$ 470,996.97	$ 1,537,027.36	$ 1,414,619.54	$ 675,468.71	$ 302,912.89	$ 1,250,613.08	$ 5,651,993.67
Non-revenue receipts:	---	1,487.25	- 51,800.00	29,512.16	---	51,800.00	1,243.92	32,243.33
Total Receipts	$ 55.12	$ 472,484.22	$ 1,485,227.36	$ 1,444,131.70	$ 675,468.71	$ 354,712.89	$ 1,251,857.00	$ 5,684,237.00
Incoming transfers	---	18,941.00	---	---	---	---	---	18,941.00
Ending liabilities	4,045.00	---	72,685.82	---	---	13,895.72	128,257.77	218,784.31
Beginning balance	---	3,114.25	474,493.25	310,604.46	44,482.41	116,965.57	186,783.08*	1,136,443.02
Total	$ 4,100.12	$ 494,539.47	$ 2,032,406.43	$ 1,754,736.16	$ 719,951.12	$ 485,574.18	$ 1,566,897.85	$ 7,058,405.33
Expenditures								
Administration	$ 3,092.17	$ 40,022.55	$ 104,222.53	$ 47,237.66	$ 39,425.64	$ 41,650.16	$ 44,041.48	$ 319,692.19
Instruction	---	212,120.44	710,404.12	538,678.38	316,268.75	155,531.45	422,686.95	2,355,690.09
Library	---	19,141.67	88,343.08	45,519.10	36,987.38	20,749.23	18,257.07	228,997.53
Student services	---	37,454.43	77,832.44	51,750.70	38,729.02	11,614.52	31,073.99	248,455.10
Development & alumni	---	9,619.85	13,149.91	14,955.72	11,695.07	3,112.20	17,050.34	69,583.09
Operation & maintenance	---	63,729.05	78,810.64	151,750.06	74,992.76	64,016.71	217,786.47	651,085.69
General expense	---	38,909.10	125,511.15	99,350.32	55,386.38	22,138.25	51,433.00	392,728.20
Debt service & capital outlay	---	55,673.12	375,635.86	285,743.94	74,147.33	16,236.82	321,011.78	1,128,448.85
Net auxiliary enterprise expense	---	12,391.16	---	8,481.53	7,177.45	16,776.03	---	44,826.17
Total Expenditures	$ 3,092.17	$ 489,061.37	$ 1,573,909.73	$ 1,243,467.41	$ 654,809.78	$ 351,825.37	$ 1,123,341.08	$ 5,439,506.91
Outgoing transfers	---	---	---	5,395.80	---	---	---	5,395.80
Beginning liabilities	---	2,837.90	6,894.05	---	---	61,087.61	14,460.68	85,280.24
Ending balance	1,007.95	2,640.20	451,602.65	505,872.95	65,141.34	72,661.20	429,096.09*	1,528,022.38
Total	$ 4,100.12	$ 494,539.47	$ 2,032,406.43	$ 1,754,736.16	$ 719,951.12	$ 485,574.18	$ 1,566,897.85	$ 7,058,405.33

1. Arapahoe was on an annual year basis. All other reports on fiscal year July 1 to June 30.

* Does not include beginning and ending bookstore inventory.

Table 14: CURRENT OPERATING EXPENSES[1] PER F.T.E.S. BY SOURCE OF SUPPORT
1964-1965 AND 1965-1966

	Total Current Operating Expenses	Total Number of F.T.E.S.	Total Current Operating Expenses per F.T.E.S.	Public School Foundation Act Funds per F.T.E.S.	Vocational Funds per F.T.E.S.	Tuition and Fees per F.T.E.S.	Federal Sources	Local Sources	PERCENT OF TOTAL EXPENSES PER F.T.E.S. Percent Public School Foundation Act Funds	Percent Local	Percent Student	Percent Other
LAMAR												
1964-1965	$ 296,054.25	404	$ 732.80	$ 320.94	$ 12.06	$ 87.57	---	$ 312.23	43.8	42.6	12.0	1.6
1965-1966	462,752.48	587	788.33	353.49	93.70	81.77	---	259.37	44.8	32.9	10.4	11.9
MESA												
1964-1965	1,037,245.21	1,499	691.96	399.89	14.18	217.33	$ .08	60.48	57.8	8.7	31.4	2.1
1965-1966	1,198,273.87	1,804	664.23	425.62	17.59	207.51	2.85	10.66	64.1	1.6	31.2	3.1
NORTHEASTERN												
1964-1965	638,812.56	1,173	544.60	317.16	16.26	100.14	.05	110.98	58.2	20.4	18.4	3.0
1965-1966	949,241.94	1,510	629.05	433.75	4.40	122.77	.04	68.09	69.0	10.8	19.5	.7
OTERO												
1964-1965	484,695.44	462	1,049.12	348.66	35.56	171.03	---	493.88	33.2	47.1	16.3	3.4
1965-1966	572,485.00	567	1,011.43	414.02	83.57	175.66	---	338.18	40.9	33.4	17.4	8.3
RANGELY												
1964-1965	272,506.43	125	2,180.05	319.16	99.70	219.96	---	1,541.23	14.6	70.7	10.1	4.6
1965-1966	318,812.52	217	1,469.18	411.26	23.73	232.06	40.12	762.01	28.0	51.9	15.8	4.3
TRINIDAD												
1964-1965	492,951.69	877	562.09	259.30	39.14	131.24	---	132.41	46.1	23.6	23.3	7.0
1965-1966	802,329.30	1,332	602.34	378.69	62.84	152.12	---	8.70	62.9	1.5	25.3	10.3
ALL COLLEGES												
1964-1965	$ 3,222,265.58	4,541	$ 709.59	$ 336.38	$ 23.88	$ 154.33	$ .04	$ 194.96	47.4	27.5	21.8	3.3
1965-1966	$ 4,304,895.11	6,019	$ 715.22	$ 407.92	$ 38.15	$ 159.53	$ 2.31	$ 107.32	57.0	15.0	22.3	5.7

1. Current operating expenses are all expenditures except debt service and capital outlay, and auxiliary enterprise expense.

Table 15: FINANCE
CAPITAL ASSETS: 1965-66

College and type of assets	Beginning Value	Value added during year	Ending Value
LAMAR			
Sites	$ 68,778.68	$ 65,221.32	$ 134,000.00
Buildings	230,945.00	706,615.00	937,560.00
Equipment	172,088.23	142,344.90	314,433.13
MESA			
Sites	405,584.96	87,666.49	493,251.45
Buildings	2,134,303.97	789,891.67	2,924,195.64
Equipment	645,330.33	91,667.06	736,997.39
RANGELY			
Sites	6,193.94	---	6,193.94
Buildings	---	2,350.00	2,350.00
Equipment	620,969.55	16,435.00	637,404.55
NORTHEASTERN			
Sites	132,302.51	191,806.49	324,109.00
Buildings	1,826,929.05	721,364.07	2,548,293.12
Equipment	457,105.50	228,819.16	685,924.66
OTERO			
Sites	---	5,623.72	5,623.72
Buildings	631,835.21	1,119,913.16	1,751,748.37
Equipment	270,963.99	65,196.44	336,160.43
TRINIDAD			
Sites	---	25,136.79	25,136.79
Buildings	2,319,567.15	163,100.02	2,482,667.17
Equipment	1,110,237.39	183,763.84	1,294,001.23

The capital assets of the junior colleges of Colorado continue to increase. The ending value for all colleges for sites, buildings and equipment exceeds fifteen and a half million dollars. It is very seldom that any depreciation is figured on school buildings. Therefore, the buildings' original costs are carried as a permanent asset until eventually condemned. Because of this, the net worth of school buildings is usually distorted.

The buildings at Rangely College are owned by School District RE-4 of Rio Blanco County and are not an asset of the college district.

Table 16 contains the figures of bonded indebtedness. The bonds have all been sold to finance buildings. The general obligation bonds finance instructional-type buildings. Revenue bonds finance revenue-producing buildings such as dormitories. Revenue bonds are considered by some as a general obligation of the district, but tax money is not used in the redemption of such bonds. Redemption is made with the revenue produced by the use of the buildings. Refunding bonds may be of either type originally. Only Mesa College has re-funding bonds that were originally general obligation bonds. All other districts' re-funding bonds are re-funded revenue bonds.

There is other indebtedness on buildings and land that is not reported in Table 16 because bonds were not issued for these obligations. The following list is of this indebtedness as of December 1, 1966:

ARAPAHOE JUNIOR COLLEGE

The Littleton National Bank is holding papers on the relocatable buildings bought by the college. The payment schedule calls for $18,000.00 to be paid October 1967, and $18,000.00 to be paid October 1968.

RANGELY COLLEGE

General obligation bonds for buildings owned by Public School District RE-4. The initial cost was $2,380,000.00. The present balance is $1,790,000.00. The present dormitories and a dormitory under construction are being leased on a year-to-year basis at the rate of $5,580.00 per month under an agreement that they will revert to the college at the end of 25 years from January 1966. Total bonded indebtedness of the leasing corporation as of December 1, 1966 was $875,000.00.

OTERO JUNIOR COLLEGE

Library-classroom building is owned by a building authority that leases building to college at annual rental of $36,000.00. After 20 years, building will revert to Otero Junior College. There are 16 years left. The outstanding bonds amount to $334,000.00.

Two land-purchase agreements:

Parcel 1 - $43,000.00. Payments are $5,000.00 per year. Interest is 6% per annum.

Parcel 2 - $21,000.00. Payments are $2,000.00 per year. Interest is 6% on unpaid balance, payable semi-annually.

Table 16: BONDED INDEBTEDNESS 1965-1966

College and Type of Bonds	Beginning Value	Value Added	Value Subtracted	Ending Value
ARAPAHOE	---	---	---	---
COLORADO MOUNTAIN	---	---	---	---
LAMAR				
Revenue	---	$ 965,187.50	$ 16,297.18	$ 948,890.32
MESA				
General Obligation	$ 1,489,000.00	---	48,000.00	1,441,000.00
Refunding	1,460,000.00	---	20,000.00	1,440,000.00
Revenue	---	900,000.00	---	900,000.00
NORTHEASTERN				
General Obligation	---	---	---	---
Refunding	1,305,000.00	---	35,000.00	1,270,000.00
Revenue	350,000.00	---	---	350,000.00
OTERO				
General Obligation	---	---	---	---
Refunding	---	---	---	---
Revenue	1,460,000.00	---	---	1,460,000.00
TRINIDAD				
General Obligation	---	---	---	---
Refunding	169,000.00	---	18,000.00	151,000.00
Revenue	2,032,000.00	---	25,000.00	2,007,000.00

TRINIDAD STATE JUNIOR COLLEGE

There is an urban renewal project of approximately 80 lots which the college is committed to purchase after the lots are cleared and appraised. The clearing is going on now. From past appraisals it is estimated that the cost to the college will be approximately $80,000.00.

SUMMARY - ALL COLLEGES

Revenue bonds		$ 9,741,890.32
General obligation bonds		3,231,000.00
Other commitments:		
Arapahoe - payments	$ 36,000.00	
Rangely - dormitories	782,600.00	
Otero - library by building authority	334,000.00	
" - land purchased by private lending agencies	64,000.00	
Trinidad - urban renewal land purchase agreement	80,000.00	
Total:		$ 1,296,600.00

Nearly one million dollars was raised for general operating expenses from student sources in 1965-1966. It is expected that somewhat more will be raised this year since some colleges raised their tuition rates and a new college opened.

In Table 17 is reported the tuition and fee schedule of Colorado's community colleges for 1966-1967

Table 17: TUITION AND FEES FOR ONE QUARTER BY RESIDENCY OF STUDENTS
1966-1967

College	IN-DISTRICT			COLORADO OUT-OF-DISTRICT			OUT-OF-STATE		
	Tuition	Fees	Total	Tuition	Fees	Total	Tuition	Fees	Total
Arapahoe	$ 60.00	$ 5.00	$ 65.00	$ 110.00	$ 5.00	$ 115.00	(None admitted)		
Colorado Mountain	(Not established)								
Lamar	60.00	10.00	70.00	85.00	10.00	95.00	$ 150.00	$ 10.00	$ 160.00
Mesa	---	70.00	70.00	50.00	70.00	120.00	165.00	70.00	235.00
North-eastern	---	45.00	45.00	35.00	45.00	80.00	100.00	45.00	145.00
Otero	---	60.00	60.00	25.00	60.00	85.00	140.00	60.00	200.00
Rangely	---	70.00	70.00	35.00	70.00	105.00	140.00	70.00	205.00
Trinidad	30.00	32.00	62.00	30.00	32.00	62.00	200.00	32.00	232.00

In nearly all colleges there is a higher tuition for out-of-district Colorado residents than for in-district residents. In all cases, the fees charged are uniform as far as residency is concerned. That is, each individual college charges the same fees to each student regardless of his place of residence. This reflects the fact that tuition is used for the operation of the college while the fees are used to provide extra services to the individual student.